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ABSTRACT

PLAN Social studies curriculum attempts to assure that each student achieves educational objectives appropriate to his individual needs and interests. The guiding framework is presented in the form of a list of over one hundred long-range objectives (LRO's). The major objective areas are: inquiry, problem-solving and planning, affective objectives, social skills, quantitative skills, and knowledge objectives. Chapter 3 describes the curriculum for each level roughly corresponding to grades one through twelve, emphasizing the content and settings to which major objectives are applied. Chapter 4 presents a series of charts in which the explicit instructional objectives of the existing curriculum are identified both by level and by the (LRO) they serve. The order in which the content areas are presented is not dictated by the structure of the objectives; the instructional sequence can be shaped largely by the personal interests of the students and the availability of instructional materials. The key concepts, principles and facts of each knowledge objective are appended: social problems, history, cultures, sociology, anthropology, religions, American ethnic groups, American institutions, sociology, anthropology, religions, American ethnic groups, American institutions, social psychology, individual behavior, political science, American civics, basic economics, personal economics, geography and ecology. (SBE)

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PLAN Social Studies: The Match Between Long-Range Objectives and the 1970-71 Curriculum

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Chapter 1

INTRODUCTION

Project PLAN tries to insure that each student achieves educational objectives appropriate to his individual needs and interests. The entire curriculum is organized under a detailed set of explicit instructional objectives grouped into modules of instruction. The measurement of student achievement on the objectives assigned and the flexibility of curriculum make PLAN potentially the first self-correcting educational system in existence. If certain students are not learning well by a particular method of instruction, a different kind of instruction can be substituted so that the instructional objectives can be achieved more efficiently.

The same type of feedback and correction is also necessary at the higher level of determining what the objectives of instruction will be. In the social studies this presents a challenge of major proportions since social studies educators and social scientists show little agreement among themselves as to what explicit educational objectives should have top priority. Nevertheless, in any operating educational system, priorities among objectives should be hammered out explicitly for if they are not explicit, implicit priorities which are subjective and largely unknown will determine the curriculum.

This document describes the existing PLAN social studies curriculum and presents a framework for a more ideal social studies curriculum toward which PLAN is striving through periodic revision. This guiding framework is presented in the form of a list of over one hundred long-range objectives (LRO's) organized into an outline to show the relation of general objectives to more specific objectives. A chart is also presented showing the detailed correspondence between instructional objectives in the existing curriculum and the LRO's.

Three uses are anticipated for this document:

1. To describe PLAN social studies as it is in the 1970-71 program and to compare this program objective-by-objective with the guiding framework of LRO's which are seen as having high priority.

2. To serve as a reference document for staff who are revising the social studies curriculum.

3. To serve as an information retrieval document for teachers, counselors and students who seek to locate modules and objectives which suit their particular interests and learning strategies.

Both the existing curriculum and the LRO's have benefitted from review by an

advisory panel of outstanding social studies educators of the nation.* Periodic future reviews and revisions are expected to improve the program further and keep it up to date.

The LRO's include several which are as fitting to some other subject matter area as they are to social studies. Problem solving and planning, for example, are agreed by all to be of utmost importance. However, they typically fall between table and chair in most educational curricula because they are not central to the traditional academic disciplines and are not the exclusive domain of any one subject matter area. By including them in the guiding framework, we do not intend to claim special relevance of these LRO's to social studies but rather to be sure that the top priority learning needs of students are met, regardless of subject matter boundaries. Many of the staff who prepared the existing curriculum had no idea that such objectives would be taken on as a responsibility of social studies, and this accounts in part for some of the discrepancies between what is and what is desired in a social studies curriculum as described herein.

In a more vertically structured subject matter such as mathematics, a significant part of a document such as the present one would be some presentation of the hierarchical sequences showing the prerequisite order in which various objectives must be reached if they are to build on one another. Such a mapping of prerequisites was planned for this document, in fact. On closer analysis, it appeared that nearly all social studies objectives are closely interwoven with many others but that in very few cases can one such achievement be said to be prerequisite to another in the sense that achievement of one is greatly impeded by not having achieved the other. With few exceptions (mostly in the area of quantitative skills), any of the LRO's listed in Chapter 2 could be learned either before or after any other with no appreciable loss of instructional efficiency, assuming the details of instruction were well planned. In social studies the general course of development from level one to level twelve is not primarily characterized by the unfolding of skill hierarchies, but rather by applying a given skill to an increasingly complex set of problems and contexts, so that the skills become more facile and useful over an ever wider range of settings. Since the order in which the settings or content areas are presented is not dictated by the structure of the objectives themselves, the instructional sequence can be shaped largely by the personal interests of the students and the momentary availability of instructional materials, which has both economic and motivational advantages.

In several instances LRO's stated in Chapter 2 refer to skills which are so general to the processes of learning and cognitive development that they have been taken for granted by the curriculum developers and not spelled out explicitly in the module objectives. In future revisions of PLAN social studies, an important procedure will be to identify those activities in teaching-learning units which

* Richard E. Gross, Stanford University; John E. Haefner, University of Iowa; John U. Michaelis, University of California; Roy E. Price, Syracuse University

contribute to certain LRO's but have not been identified as doing so. We have noted in Chapter 4 the most obvious instances of "hidden" instruction of this sort.

Chapter 3 describes the 1970-71 social studies curriculum of PLAN level by level, emphasizing the content and settings to which major objectives are applied. Chapter 4 presents a series of charts in which the explicit instructional objectives of the existing curriculum are identified both by level (which corresponds roughly to grade) and by which LRO they serve. This enables the reader to match specific objectives in the curriculum against LRO's and to note the levels at which any LRO is developed. The chapter also contains brief summaries after each group of LRO's indicating the major strengths and weaknesses of the present curriculum in achieving those LRO's.

Chapter 2

LONG-RANGE OBJECTIVES FOR PLAN SOCIAL STUDIES

I. INQUIRY

A. Formulate questions

1. Make hypotheses to explain events
2. Identify issues in a decision or controversy
3. Understand and summarize opposing viewpoints

B. Generate inferences and rationales

1. Relate point to other relevant ideas
2. Make sensible inferences (explanations, predictions)
3. Specify in advance what kinds of evidence would test a hypothesis or answer a question
4. Organize questions, evidence and inferences into a coherent rationale or report

C. Find relevant information

1. Observe social phenomena sensitively and accurately
2. Locate stored information concerning social studies
   a. Social or behavioral science reference works
   b. Periodicals related to social studies
3. Use appropriate experts and resource persons
   a. Locate experts
   b. Interview or question effectively
4. Seek evidence and information efficiently, considering relevance, accuracy and cost

D. Analyze and evaluate information

1. Analyze a persuasive social message into the following elements: premises, definitions, assertions of fact, logical conclusions, recommendations, value statements, emotional appeals
2. Evaluate credibility of a source and likely biases
3. Judge validity of information in terms of own experience and beliefs

4. Identify omitted relevant factors

5. Evaluate internal consistency of elements

6. Evaluate against external criteria

7. Decide which criteria for evaluation are most appropriate

E. Maintain flexibility and perspective

1. Remain open to new information which conflicts with own views, and modify views accordingly

2. Accept the uncertainty of most generalizations, theories and predictions of human behavior

3. Take into account the complexity of causes of human behavior and social phenomena

II. PROBLEM-SOLVING AND PLANNING

A. Identify and define problems in need of action

1. Identify problem areas and judge their relative priorities

2. Identify desired outcomes (objectives) and justify them in terms of value priorities

3. State criteria by which achievement of outcome could be measured or verified

4. Define a problem clearly in terms of gaps between current and desired status (using 2. and 3. above)

B. Apply inquiry skills (I.) to problem whenever appropriate

C. Find and evaluate alternative plans and solutions

1. Locate or devise promising plans

2. Evaluate each plan against objectives; weigh probabilities of gains and costs, including side effects and reactions of all persons concerned

D. Execute a plan

1. Choose and spell out a plan in detail, including actors , steps, feedback, contingencies

2. Get review and necessary approval of plan; revise as needed

3. Carry out plan

4. Evaluate plan's effectiveness, referring to actual evidence of achievement of objectives

E. Attack a problem, integrating skills A. through D.; make personal and social decisions wisely

III. AFFECTIVE OBJECTIVES

A. Approach and enjoy learning

1. Identify topics and problems of personal interest in the social studies area

2. Pursue learning interests to own satisfaction

B. Develop and express own values and opinions

1. Understand values as preferences or tastes, not as matters of truth

2. Develop and reexamine own values and priorities concerning:

a. health and safety

b. serving self versus others

c. choice, freedom, power

d. truth, honesty, dissent, conformity

e. interpersonal emotions and relations (sex, love, friendship, etc.)

f. peace, war, social conflict, racism, nationalism

g. government, democracy, tyranny, law

h. quality of environment

i. population

j. poverty and affluence

k. occupations and roles

l. recreation, leisure, aesthetics

m. change

3. Support social policy on basis of own values and relevant information

4. Rationally defend own position on a controversial issue

5. Act consistently with own stated values and priorities

C. Value oneself positively; appreciate own life and experience

IV. SOCIAL SKILLS

A. Treat others well

1. Consider the consequences for others of own actions
2. Try to help individuals and groups who are in great need
3. Defend rights and liberties of all kinds of people
4. Empathize: Try to understand why others behave as they do from other's viewpoint

B. Communicate face-to-face effectively

1. Listen to what others say; perceive nonverbal cues as well
2. Respond appropriately to others
3. Attempt to communicate clearly with others
4. Ask for clarification and feedback from others to be sure communication is sent or received accurately

C. Cooperate on a group task

1. Help group to move toward its goals
2. Attend to the needs of other group members
3. Lead a group effectively or recognize good leadership strategies and acts

D. Act effectively in the public interest

1. Recognize social action techniques and effectively apply those which meet own ethical standards
2. Locate and work through organizations designed to attack a given type of problem

V. QUANTITATIVE SKILLS

A. Recognize uses and problems of measurement

1. Recognize that measurement can make descriptions, comparisons and predictions of human behavior more precise

2. Recognize many varieties of data and variables (physical, judgmental, discrete, continuous, etc.)

3. Apply concepts of validity, stability and objectivity to compare types of measures

4. Recognize main purposes and limitations of opinion polls, economic indices, psychological tests

B. Make sound inferences from data and statistics

1. Use common descriptive statistics (ratio, percentage, range, mean, median) to make simple inferences about location and dispersion from social science data

2. Distinguish correlation from causation

3. Use concept of probability in making inferences

4. Recognize variation in confidence of inferences based on number and stability of observations

C. Use graphs and tables presenting social studies data

1. Interpret graphs and tables sensibly

2. Construct graphs or tables which communicate and summarize data effectively

D. Use globes and maps

1. Locate points by using coordinates

2. Relate locations to time and season via earth-sun relations

3. Interpret globe and map content by color, line, and symbol, using legend. Include topography, climate, resources, political units, transportation routes, man-made places and products, and density distributions.

VI. KNOWLEDGE OBJECTIVES*

A. Social problems: Know major contemporary social problems and some of the more promising techniques for attacking these problems:

1. Problems of social conflict — personal, ethnic, international, etc.
2. Economic problems — poverty, employment, resources, over-population, etc.
3. Environmental and health problems — pollution, urban blight, etc.

B. History: Know major changes in the life of mankind since prehistory, including agricultural revolution, specialization, social class, technological development, commercial expansion, literacy, urbanization, mobility, westernization, mass communication.

1. Evolution of man and his tools
2. World history
3. The American experience

C. Cultures: Know and compare cultures different from his own, including modern, primitive and traditional agrarian. Be familiar with at least one from each of the following areas:

1. Canada and the Arctic areas
2. Latin America
3. Western Europe
4. Mid-East and North Africa
5. Subsaharan Africa
6. U.S.S.R. and Eastern Europe
7. Japan and Korea
8. China
9. India and Southeast Asia
10. Australia, New Zealand
11. South Pacific islands

* The short, underlined title preceding each objective is only for convenient reference. It does not indicate the contents which follow with any precision. A more detailed specification of the important concepts, principles, and facts to be learned as part of each objective is presented in the Appendix.

D. Sociology and anthropology: Know and apply concepts for analysis and comparison of all societies and their institutions.

E. Religions: Know main characteristics of major religions of the world and their relationship to the evolution of political and social institutions.

F. American ethnic groups: Know values and ways of life of different ethnic, religious, and socioeconomic groups within our society.

G. American institutions: Know values and origins of main social institutions in the United States and his own local region.

H. Social psychology: Know and apply concepts and principles of social interaction and group behavior.

I. Individual behavior: Know basic patterns of individual human behavior.

J. Political science: Know basic values, issues, and concepts of political action and contrasting political ideologies.

K. American civics: Have a working knowledge of governmental structures, functions, and channels and sources of power and influence in the American political system.

L. Basic economics: Know economic concepts and principles and the major variations in economic systems.

M. Personal economics: Know practical economic considerations important in decisions about employment, buying and selling, contracts, investment and saving, and taxes.

N. Geography and ecology: Know major variations in the natural environment, the basic ways in which man adapts to such variations, and spatial distributions of man and his resources.

Chapter 3

SUMMARY BY LEVEL OF THE 1970-1971 PLAN SOCIAL STUDIES PROGRAM

In the PLAN system "level" corresponds approximately to grade level, but it should be kept in mind that individual students at any given level may choose or be assigned modules from lower or higher levels if these fit their individual programs of study. For each level the three or four major themes are described below, with a general indication of the types of objectives emphasized. The modules listed on the right side of the page correspond to the themes on the left. Each module is identified by a five-digit number and contains from one to eight of the instructional objectives which appear in the charts in Chapter 4. A module requires on the average about two weeks to complete. Most students do not take every module at a level. Different students are assigned different sets and sequences of modules according to their needs. Nine modules from various levels were omitted from the list below because they did not fit any of the themes.

LEVEL 1

	MODULES
The Structure and Function of the Family	
Develop the concept of family and relate it to his own social setting and to the basic functions of families around the world	40-052 40-053 40-057
Basic Needs of People	
Learn the basic needs of all people and common ways in which they are met.	40-054 40-055 40-056
Basic Economic Concepts	
Acquire the economic concepts of producer, consumer, services and goods, and apply them to neighborhood settings.	40-058 40-059 40-060

LEVEL 2

Basic Resources	
Learn the main sources and processes involved in production of goods to meet the basic needs of people	40-116 40-117 40-118 40-120

The Neighborhood

Acquire the concept of neighborhood and relate it to his own environment and to settings different from his own.	40-101 40-102 40-103	40-108 40-109 40-110
Know of common local institutions and the primary function of each.	40-104 40-105 40-106	40-119 40-121 40-124
Recognize examples of problems or needed changes in a neighborhood.	40-107	

Communication Media

Acquire the concepts of communication and mass media.	40-111 40-112	40-113

LEVEL 3

Characteristics of a Community

Acquire the concepts of community, culture, natural environment, and interdependence within and between communities.	40-151 40-152	
Learn ways in which a community helps individuals meet their basic needs.		

Communities Around the World

Learn how cultures vary in accordance with their needs to adapt to the contrasting natural environments of the world.	40-153 40-154 40-155	40-161 40-163 40-164
Learn the principle that social customs vary greatly within a given type of natural environment.	40-157 40-158 40-160	40-166 40-167 40-168

Planning A Community

Learn to plan the major features of a community in relation to the natural environment and the basic needs of people.	40-169	

Map Skills and Geography

Identify topography and climate of major regions of the world using globe and maps with legends.	40-177 40-178	

LEVEL 4

Inquiry Skills

Identify and define human problems, locate social studies information sources, and learn to inquire about problems systematically. Develop and evaluate plans for dealing with problems of human resources and relations, natural resources, communication, and transportation.	40-207 40-208 40-212 40-213 40-214 40-215	

State and Region

Learn about own state and region.	40-209 40-210	40-211

Cultural Values

Learn the economic concept of exchange and some of the values shared by Americans.	40-201 40-202	

Map Skills

Use map coordinates and legends	40-205 40-206	

LEVEL 5

World History Overview

Relate in time and place the major changes in mankind during the last ten thousand years.	40-274	

American Ethnic Groups

Recognize the varied cultural origins of the American people and begin to relate those to current social conditions.	40-268 40-269 40-270	
Apply systematic inquiry steps in understanding the origins and problems of American ethnic groups.	40-271 40-272 40-273	
Develop and express own values about ethnic relations.	40-275	

American Studies

Compare typical contemporary American life styles with earlier American life styles.	40-258 40-259	40-264 40-267
Relate basic economic concepts and map skills to the establishment of communities and use of resources in the United States.	40-260 40-261 40-262	

Map Skills

Use compass, map scales, and time zones.	40-251 40-252	40-255 40-256

LEVEL 6

Latin American Studies

Conduct systematic inquiry and develop plans on economic and political problems of Latin America.	40-315 40-316	40-340 40-341
Know the location and climate of the nations of Latin America.	40-317 40-322 40-323	40-342 40-343
Know ethnic origins of the population of Latin America and its effects on current social conditions.	40-334 40-336	

Characteristics of Human Society

Acquire the concepts of cooperation, conflict, interdependence, technology, and society.	40-324 40-325	40-329 40-330
Make simple comparisons among societies in terms of economics, politics, religion, and the above-listed concepts.	40-326 40-327 40-328	40-338 40-339

Geography and Map Skills

Use latitude, longitude. Know the Earth's main climates and natural resources.	40-306 40-307 40-309 40-310	40-311 40-312 40-313 40-314

LEVEL 7

The American City

Know the role that the American city has played in the development of our nation. Relate the history of the American city to migration, industrialization, and government.	40-401 40-402 40-403 40-404 40-405 40-406 40-407	40-408 40-409 40-411 40-412 40-413 40-414 40-415 40-421

Contemporary Social Problems

Identify and analyze the major contemporary social problems of our society including: (a) minority conditions, (b) civil rights and liberties, (c) Vietnam, (d) population, (e) pollution, (f) urban disorder, (g) congestion.	40-382 40-386 40-387 40-388 40-389 40-390 40-392	40-393 40-395 40-416 40-417 40-419 40-420

The Individual in the Contemporary United States

Weigh alternative values and choices concerning major adolescent decisions, including: (a) peer group relations, (b) generation gap, (c) use of leisure, (d) smoking, alcohol, drugs, etc., (e) family relationships, (f) law and rights.	40-371 40-373 40-374 40-375 40-376	40-377 40-379 40-394 40-400 40-418
Develop concepts of interpersonal emotions including empathy, authoritarianism, dependence.		

LEVEL 8

Political Action

Develop and evaluate plans of action to accomplish political goals.	40-452 40-453	40-458
Acquire the concepts democratic, oligarchic, and dictatorial; criteria, objectivity, and evidence.	40-455 40-457	

American History and Government

Know basic facts from 18th and 19th century American history and government. These modules are designed to enable students to pass various standardized exams such as the New York Regents' Exam.	40-462 40-463 40-464 40-465	40-466 40-467 40-468

The Analysis of Social Problems

Identify issues and evaluate information about American social problems.	40-451 40-454	40-460 40-461
Apply systematic inquiry to American historical and social problems.	40-456 40-459	

LEVEL 9

Cultural Geography

Acquire the concept of environment and its significance to the development of culture.	40-384 42-564
Acquire the concepts of biological and cultural adaptability.	42-565 42-566
Identify the major races of mankind as well as the major population centers and migrations of those races.	

Geographic Analysis

Be familiar with at least four of the areas studied (Latin America, Africa, China, USSR, Australia, S.E.Asia, Europe, Mideast) in terms of: (a) location, (b) general climate, (c) general resource wealth (arable land, minerals, relative population size, relative area, technological development), (d) ethnic makeup.	42-543 42-544 42-545 42-546 42-547 42-550	42-554 42-555 42-560 42-561 42-562 42-563
Acquire an understanding of the relationship between the above geographic characteristics and a nation's role in world affairs.	42-551 42-552 42-553	

Civics

Identify, relate, and give examples of each of the seven major principles of the American political system (popular sovereignty, limited government, separation of powers, checks and balances, judicial review, federalism, adaptability to changing social and economic conditions).	44-542 44-544 44-545 44-546 44-548 44-549	44-551 44-557
Identify basic rights of a United States citizen.	44-550	

Economics

Recognize economic issues related to the government's role in American social change. Learn fundamentals of consumer economics.	44-552 44-553 44-556 44-557	44-558 44-559 44-560

LEVEL 10

International Decision-Making

Know major types of organizations for dealing with international problems and their major strengths and weaknesses. (a) Economic, military, and cultural alliances (b) The United Nations	42-556 40-640 43-663 43-664
Attain the concept of comparative advantage and apply it to international decision-making.	43-665 43-666

History of Western Beliefs

Know time and location of major civilizations, religions, and migrations of the world.	43-644 43-645	43-654 43-655
Know the major historical changes that have occurred throughout the history of the Western world.	43-647 43-648 43-649	
Know the major philosophical foundations of Western civilization (democracy, capitalism, feudalism, individualism, industrialization, socialism, Christianity, Judaism, rationalism).	43-650 43-651 43-652 43-653	

Nationalism and Militarism

Acquire the concepts of nationalism, imperialism, colonization, mercantilism, militarism, and dictatorship.	43-641 43-643	43-658 43-659
Analyze motives for national aggression, applying the concepts of comparative advantage and group identification.	43-646 43-657	43-661 43-662

LEVEL 11

Research Skills in the Social Sciences

Apply systematic inquiry procedures to research in the social sciences.	40-541 43-642 43-656 43-660	40-772 40-775 40-896

Minorities and Rights

Recognize the history and current issues of the struggle of minorities in the United States for their rights.	40-751 40-752 40-753 40-758	40-760 40-761 40-762 40-763

Power, Conflict, and Control

Recognize a variety of ways in which power, conflict, and control have been exercised in the United States.

Know the major historical events and trends of twentieth century America.

40-756 40-770
40-757 40-771
40-764 40-774
40-767 40-776
40-768 40-778
40-769

Economic Trends

Acquire basic economic concepts. Recognize economic trends and conditions of poverty.

40-754 40-765
40-755 40-773
40-759 40-777

LEVEL 12

General Concepts and Problems of Political and Economic Behavior

Acquire basic political and economic concepts including in-group, role, status, socialization, specialization, organization, authority, legitimacy, norms, ideology, political culture, scarcity, consumption, production, goods and services, factors of production, investment, saving, allocation.

Apply the above concepts to the analysis of environmental destruction and international conflict.

40-871
40-872
40-887
40-888
40-892
40-899
40-900

Comparative Political Systems

Characterize and compare the political cultures of the United States, USSR, and Communist China.

Critically evaluate political propositions and develop views on them.

40-873 40-879
40-874 40-882
40-875 40-886
40-876 40-901
40-877 40-902

Comparative Economic Systems

Characterize and compare the economic systems of the United States, USSR, and Communist China.

Critically evaluate economic propositions and develop views on them.

40-880
40-893
40-894
40-897

Chapter 4

THE MATCH BETWEEN LONG-RANGE OBJECTIVES AND CURRICULUM

Each four-digit number entered in the charts on the following pages signifies an instructional objective now being taught in PLAN social studies. A statement of each objective appears in the Master Objectives List for the '70-'71 program and in the Teacher's Supplements.

The level at which each instructional objective is usually mastered is indicated on the left margin of the chart. The Long-Range Objectives (LRO's) listed in Chapter 2 are coded by number and letter only across the top of the chart. At natural breaks in the list of LRO's a summary of the match between LRO's and curriculum appears just below the chart.

1. Inquiry

	A	1	2	3	B	1	2	3	4
Level 1									
2			1442				1361 1417		
3	1695				1687 1845		1865 1867		
4	2434 2442 2450 2457			2379			1527 1567 2379 2388 2389 2436 2440 2444 2452 2459		
5			3699						
6					4391 4392		4278 4409 4456 4280 4440		
7		4986 5136		4798 4787			4796 4833 4983 5136 5186		
8		5307 5308 5470 5785	5386 5477 5849	5256 5478 5849 5479			5136 5186 5399 5480 5483 5484 5481		
9					4280		4278 6862	6862	6785 6885

I. (Continued)

	A	1	2	3	B	1	2	3	4
Level									
10							7125 7151		
11		7890	7785 7787 7782			7900	7967 7873		7773
12	8464	8311 8523	8465		8524		8465 8461 8529 8530		8311 8530 8446

The long-range objectives (LRO's) included in I. A and B, taken as a group, could be retitled "constructive thought" or "open-ended inference."

They are generally well represented by module objectives across all levels. In addition, there is probably a good deal of practice at these skills implicit in the learning activities of many module objectives not listed above; constructive thought is so basic that it is often taken for granted by writers of module objectives.

An LRO in this group which needs more attention in the curriculum is I. B 3 — specifying kinds of evidence needed. A similar need occurs under II. A 3, which also calls for specifying evidence or criteria.

1. (Continued)

	C	1	2	2a	2b	3	3a	3b	4	D	1
Level 1		0247 0251			1421						
2											
3	1685 1687 1845										
4	2435 2443 2451 2458	2395	2394			2396		2397 2398			
5	3237									3261 3262	
6		4385 4373	4416	4419 4421 4382 4419 4421 4426 4362		4417					
7	5133	4792						4987 4812		4812 4982	4790
8	5843 5407 5408	5372 5373	5848 5478			5376 5479	5375	5471		5410	5779 5316
9	4280 6884 6885		6788 6819 6967 6754 6788 6819							6822 6799	
10										7120 7106	
11			7770						7772	7946 7809	7810

1. (Continued)

	C	1	2	2a	2b	3	3a	3b	4	D	1
Level 12									8530 8407		8440 8441 8438

I. D (Continued)

	2	3	4	5	6	7	E	1	2	3
Level 1 2 3 4 5 6										
7					4786			4981		
8	5313 5314 5315 5780		5778 5781		5313	5312 5472 5844				
9					7008 6767					
10	7182 7119				7183 7127					
11	7811 7812									
12					8445					

PLAN students get frequent practice in finding relevant information (IC) in social studies (as well as in language arts) up through Level 9. In fact, students who take the materials-general TLU's get substantially more practice than is indicated above, since the materials-general TLU's require the student to locate his own resources. At Levels 10 to 12 there should be more practice in information skills, especially in the use of experts and community resources outside the school.

Analysis and evaluation of information (ID) is well represented in both social studies and language arts modules from Level 7 upward. The abstract thought and logical analysis required for this LRO are often difficult for younger elementary students and probably less interesting to them. It is appropriate, therefore, that intensive work on this LRO begins only at Level 7.

The mental flexibility and perspective (IE) which support effective inquiry need more explicit attention somewhere in the curriculum. Good social studies teachers may take these for granted, but until they are spelled out and measured as achievements it is unsafe to assume that instruction adequately develops this frame of mind.

II. Problem Solving and Planning

	A	1	2	3	4	B	C	1	2
Level 1									
2	1425					1425	1425	1392	
3		1560 1869						1765	
4	2431 2432 2433 2386 2392	2437 2445 2453 2460	2437 2445 2453 2460				2438 2446 2454 2461	2439 2447 2455 2462	2439 2447 2455 2462
5	3207 3281 3303						3207 3281 3303 3369		
6	4280 4324 4350 4381 4382 4386 4445 4384 4127	4387 4446 4280	4401			4280	4280 4383 4392 4386 4387 4388 4127	4401 4280 4347	4401 4280
7	4795 4780 4829 5176						4780 4986 5182	4831	4831
8	5253 5255 5405	5850	5399				5398	5471	5387 5469
9	6849	4280 4369 4370				6787 4280	6849 6864	4280 6770 6837	6770
10								7152	

11. (Continued)

	A	1	2	3	4	B	C	1	2
Level									
11	8053						7777 7975	7890 7786 7795 7797 8053	7786 8053
12							8409	8309 8416 8462	8309 8262 8462

II. (Continued)

	D	I	2	3	4	E
Level 1						
2	1425					1425
3						
4	2439 2447 2455 2462					
5						
6	4429 4349 4351 4383 4401 4280 4387					4280
7		5193				
8		5395 5309 5311	5471			5312
9		4380 6787	4369			
10		7152				
11		7777				
12						

Students get substantial practice in identifying and defining problems (IIA) from Level 4 to Level 9. Finding and evaluating solutions is required at all levels from 2 upward, and this includes the spelling out of detailed plans on paper. Practice in actually carrying out plans (other than study assignments) and evaluating their effects is lacking, however.

III. Affective Objectives

	A	1	2	B	1	2	2a	2b	2c
Level 1				0241					
2									
3		1764		1764					
4		2434 2442 2450 2457							
5		3237			3669				3304
6		4405 4406 4125					4346	4385	4400
7									4776 4777 4778 4779
8	5843			5898		5406			
9		6784 6953							
10	7152								7144
11	7772							7712	7957 7787 7791 7802
12				8399					

III. (continued)

	2d	2e	2f	2g	2h	2i	2j	2k	2l	2m
Level 1										
2		1450			1442					1448
3					1861 1855		1861 1855			
4										
5	3304		3690 3699 3281							3677
6			4462 4437	4400 4385	4279 4280				4353	
7	4778 4981	4815 4813	4784 4787 5181		5121 5122 5123 5155 5142 5143 5153 5121	4836 4831		5114 5115 5141 5142 5177	4977 5166 5114 5115 5141 5142 5177	
8			5413	5480						
9			4371 6771	6883 6821 6852 6870			8052			
10			7144 7087	7034						
11	7801		7842 7905 7945	7788 7712 7713 7795 7869 7957 7795 7798 7802						

III. (continued)

	2d	2e	2f	2g	2h	2i	2j	2k	2l	2m
Level										
12			8324 8415	8397 8517 8521 8446 8417 8399	8408 8409					

III. B. (Continued)

	3	4	5	C
Level 1 2 3 4				
5	3690 3699	3281 3669 3304		
6		4128		
7				
8		5394 5396 5397 5849		
9	6849			
10				
11		7795 7987 7798 7802 7945		8052
12		8395 8596 8397 8517 8521 8463 8517		

III. (Continued)

One of the strongest features of PLAN social studies is that it stimulates students to form and examine their own values on a wide variety of important social issues (IIB2,a to m), and to apply these values to defending their own stands on controversial issues (IIB4).

Appreciating oneself (IIIC) is probably an important basis for developing and expressing one's own values and interests and for most other school acheivements as well. The PLAN system of assigning modules which students are likely to pass rather than fail is probably conducive to development of a positive self-image. PLAN offers students alternative modules based partly on their individual interests, and some Guidance modules enable students to explore their occupational interests and abilities. These features of PLAN provide a context which suggests to the student that his own individual personality and needs are important. But there needs to be measurement periodically of how students evaluate themselves personally and socially, and efforts to help those students who perceive themselves as failures.

IV. Social Skills

	A	1	2	3	4	B	1	2	3	4
Level 1										
2							1412		1412	
3					1861 1855 1560					
4										
5					4339					
6					4979 4814 4933 4437		4386 4437 4440			
7					4798					
8		5374			5783 5849 5404	5398	5849	5849	5394 5395 5786 5849	
9					4368		4370			
10					7144	7139			7105	
11										
12							8463			

IV. (Continued)

	C	1	2	3	D	1	2
Level 1 2 3 4 5							
6	4386 4387 4342						
7					4780	4922	4919
8		5395		5389			
9	4368	4370				6891 6834	
10						4370	
11						7711	
12							

Long-range objectives IVA and IVD are often considered to be outside the realm of school responsibility, simply because they are typically applied outside school. The importance of these LRO's is seldom denied, and no other institution has clear responsibility for their achievement, so it seems appropriate for schools to do what they can. The groundwork which PLAN presently supplies in this area appears under IVA4 (empathy), which is perhaps a prerequisite condition for being motivated to achieve A1 to A3. Also, several module objectives require recognition of effective social action techniques (IVD1).

Face-to-face communication is mainly the responsibility of language arts, where these skills are scheduled for mastery by the end of Level 7. Social studies provides additional practice at several levels.

Cooperation (IVC) is scantily dealt with as an explicit objective in PLAN. However, there are a large number of learning activities at all levels requiring cooperation with a group or partner. About half of all module objectives involve such cooperation at Levels 1 to 8 and a smaller proportion at Levels 9 to 12. (In all such modules IVC should perhaps be indicated as a developmental objective.) These provide extensive opportunities to practice cooperation but they do not focus the student on specific skills needed in small group situations.

V. Quantitative Skills

	A	1	2	3	4	B	1	2	3	4
Level 1										
2										
3										
4										
5										
6										
7		4832								
8										
9										
10										
11										
12										

V. (Continued)

	C	1	2	D	1	2	3
Level 1							0292
2				1357 1359 1348 1354 1349			
3				1856 1870 1874 1875 1876 1877 1871 1872			1873 1569
4				2380 2382 2379 2383	2378		2381
5				3156 3157 3166 3171 3203 3233		3294 3152 3153	3234
6			4417 4404 4330	4412 4414 4420 4326 4328 4329 4449	4315 4434 4435 4362 4423 4338	4316 4331	4305
7		5185	4789	4791			5186
8			5846				

V. (Continued)

	C	1	2	D	1	2	3
Level							
9				4412 6985 6967 6754 6912 6930 6784 6786			4305 6758 6760 6829
10 11							
12				8361			

Globe and map skills (VD) are among the few social studies LRO's which call for a definite hierarchical sequence of development. This skill hierarchy unfolds systematically from Levels 2 to 6 and is applied broadly later, mainly at Level 9.

Measurement, statistics, and quantitative inference (VA&B) are almost completely absent from the social studies curriculum. The absence is not serious because the mathematical fundamentals for all these LRO's are included in PLAN Mathematics. Social studies does develop skills in the use of graphs and tables (Levels 6 to 8), and it could be further improved by providing upper level students with practice in applying basic measurement and statistical skills to social science data.

VI. Knowledge Objectives

	A	1	2	3	B	1	2	3
Level								
1				0217		0215 0246		
2		1362		1404	1448			
3	1565						1877 1861 1864 1552	
4	2392 2445 2446 2447 2460 2461 2462		2448 2437 2438 2439 2453 2454 2455	2386				1597 1598 1599 1566 1567 1568 2387 2388
5	3303	3243 3689 3301 3668	3302 3275	3211	3238 3239 3311	3245 3311 3677	3252 3312 3313 3314	3179 3310 3276 3667 3244 3668 3246 3669 3217 3678 3253 3679 3282 3680 3283 3301 3284 3697 3308 3698 3309
6	4381 4386	4387 4373 4437 4444 4372 4384	4441 4442	4346 4347 4348	4390		4431 4364 4122 4124 4125 4450 4451 4452	4430
7		4798 5058		4788 4789 4978 4980				4791 5058

VI. (Continued)

	A	1	2	3		B	1	2	3	
Level										
7	5151 5174 5165 5166 5176	4783 4786 4931 4934 4983 4837 5193 5117	4834 5179 5180	4838 4839 4840 4829 4830 4832 4833 4919 4920 4921 4834	4835 4381 5160 5161 5162 5163 5179 5175 5183 5182	5132	4938 4939 4940	5058 4781 4830 5126 5128 5138 5148 5149 5150 5151 5108 5178	4785 5128 5129 5130 5131 5181 5109 5110 5111 5112 5113 5134	5135 5136 5139 5140 5143 5144 5145 5146 5147 5118 5119 5120
8	5482 5483 5409	5842				5484		5841 5846	5777 5839 5840 5841 5848 5849 5850 5386 5403 5774	5254 5476 5782 5783 5784 5785 5771 5772 5773
9	6465 6807 6759 6837	6772 6464 6466 6835 6841 6796 6797 6953	6839 6857	6825				7013 7014 6769 7009 6716	6881 6882 6884 6885 6877	6720 6839 6827 6828
10		7178				7181 7119 7120 7403 7404		7175 7121 7176 7122 7177 7123 7179 7125 7186 7193 7187 7195 7189 7397 7190 7399 7191 7400 7192 7401		

VI. (Continued)

	A	1	2	3	B	1	2	3
Level								
10	7145	7113			7102	7132	7402	7051
	7146	7107			7169	7151	7162	7052
	7105	7109			7138		7196	7053
	7104	7112					7197	7054
	7160	7089					7198	7141
		7090					7149	7142
		7091					7150	7143
		7092					7151	7153
		7070					7025	7155
		7071					7026	7156
		7072					7027	7157
		7073					7028	7084
		7093					7029	7085
		7094					7030	7086
		7095					7043	7087
		7096					7044	7088
		7061					7045	7108
		7062					7046	7109
		7063					7097	7110
		7064					7098	7111
							7099	7112
							7100	7113
							7101	7114
							7131	7089
							7170	7090
							7174	7091
							7080	7092
							7081	7072
							7082	7073
							7083	7093
							7074	7094
							7075	7095
							7076	7096
							7077	
							7078	
							7079	
							7134	
							7133	
							7137	
							7135	
							7048	
							7049	
							7050	

VI. (Continued)

Level	A	1	2	3	B	1	2	3
11	7791	7707	7973				7705	7707 7990
	7852	7838	7974				7706	7708 7901
		7841	7789					7709 7903
		7890	7790					7774 7902
		7870	7792					7775 7904
		7950	7975					7776 7943
		7951						7777 7944
		7953						7778 7897
		7964						7838 7898
		7968						7839 7899
		7969						7840 7900
		7990						7841 8051
		7901						7951 7976
		7903						7964 7977
		7905						7965 7978
		7887						7966 7979
		7889						7987 7858
		7890						7896
		7870						
		7871						
		7872						
		7875						
		7942						
		7943						
		7944						
		7853						
		7854						
12	8416	8309		8315			8402	8395
		8528		8316			8403	8521
		8529		8317			8404	
		8530		8407			8442	
		8322					8443	
		8323					8444	
		8414					8527	
							8523	
							8415	

VI. (Continued)

Level	C	1	2	3	4	5	6	7	8	9	10	11
1												
2												
3	1677 1847 1849 1850 1851 1852 1854 1855 1556 1560 1554 1552 1865 1866 1868	1856 1857 1722 1858 1860 1861	1862	1862					1862			
4	2387											
5	3315 3242											
6	4433 4127		4339 4341 4428 4381 4436 4438 4440 4441 4442 4443 4444 4445 4446 4121	4394	4394					4394		

VI. (Continued)

	C	1	2	3	4	5	6	7	8	9	10	11
Level												
6			4122	4426	4426							
			4123									
			4125									
			4126									
			4128									
			4447									
			4448									
			4455									
			4456									
			4450									
			4451									
			4452									
			4454									
			4426									
			4439									
			4449									
7												
8												
9			7018	6921	6981	6981	6765		6949	6771	6760	
			7019	6933	6803	6997	6960		6950	6989	6969	
			7020	6940	6937	6999	6961		6946	6990	6761	
			7011	6945	6938	7008	6943		6765		6762	
			7013	6912	6804	6984	6944		6947		6973	
			7014	6913			6754		6967		6763	
			7015	6914			6756		6754			
			7016	6915			6956					
			7017	6930			6757					
				6931			6958					
				6932			6758					
							6962					
							6941					
							6921					
							6933					
							6940					
							6945					
							6912					
							6913					
							6914					
							6915					
							6930					
							6931					
							6932					

VI. (Continued)

Level	C	1	2	3	4	5	6	7	8	9	10	11
10	7045 7141 7153			7187 7189 7190 7191 7192 7193 7195 7399 7099 7083 7048 7049 7050 7051 7052 7053	7140 7141 7142 7143 7144 7145 7146	7140 7141 7142 7143 7144 7145 7146	7401 7399 7154 7155 7111	7154 7155 7156	7158 7154 7155	7154 7155 7156		7156
11												
12							8463 8402 8405 8406 8313 8314 8403 8404		8527 8529 8442 8445 8443 8444			

VI. (Continued)

Level	D	E	F		G
1	0259 0232 0251 0233 0218 0234 1237 0243 0238 0244 0231				0247
2	1350 1368 1352 1381 1355 1406 1356 1417 1360 1369 1367 1442		1362		1369 1383 1420 1431 1432
3	1695 1854 1841 1870 1843 1850 1844 1561 1845 1709 1847 1866 1851 1868 1853				
4	2390 2396		2456		2449
5	3242 3275 3234 3677 3235 3679 3217 3679 3219 3680 3253 3315		3667 3690 3669 3301 3670 3302 3678 3697 3679 3698 3680 3700 3689		
6	4389 4451 4386 4448 4403 4455 4407 4454 4408 4447 4409 4128 4436 4451 4390 4125	4402 4403 4404 4405 4406 4125 4452			4436

VI. (Continued)

	D	E	F	G
Level				
7	4791 5125 4793 5127 4794 5154 5060 5106 5061 5107 5124 5108		5058 4785 5059 4786 5060 5169 5061	4791 4792 4793 4794 5167 5168
8				5480
9	6922 6926 6927 6929		6841 6842	6827
10	7403 7097 7134 7133 7137 7084 7134 7137 7027	7177 7171 7027 7172 7046 7173 7047 7174 7168 7074 7169 7075 7170 7076		7171
11			7707 7901 7708 7903 7709 7902 7774 7905 7776 7887 7778 7889 7838 7870 7839 7875 7840 7842 7841 7991	7989 7991 7875 7948
12	3808 3809 3466			

VI. (Continued)

	H	I	J	K
Level 1				
2	1413 1414 1447 1412			1389 1390
3	1843 1859	1842	1862 1556	
4			1547 3179	1548 1549 2391
5				3670
6	4408		4341 4408 4342 4445 4462 4400 4426 4444 4399 4125 4385	4425
7	4797 4814 4932 4933 4983 4794	4796 4794 4977	4778 4984 5163	4776 4919 4777 4922 5192 4987 4779 5185 5156 5186 5157 5187 5158 5188 5159 5189
8	5373		5307 5842 5308 5774 5310 5475 5779	5374 5777 5473 5842 5779 5472 5776 5786
9			6772 6921 6817 6818 6852	6840 6815 6816 6817 6821 6876

VI. (Continued)

	H	I	J	K
Level				
9				6877 6809 6878 6975 6879 6976 6891 6810 6833 6978 6834 6838 6830 7003 6831 6872 6832 6806 6953 6796 6808
10			7177 7402 7124 7161 7185 7141 7034 7158 7194 7084 7396 7092 7398 7397	
11	7871 7988 7946 7947 7948	7988 7889 7873 7946	7801 7946 7947 7949	7904 7799 7784 7800 7785 7802 7788 7779 7787 7780 7874 7856 7710 7857 7711 7858 7712 7859 7713 7781 7793 7782 7794 7783 7796 7989 7797
12	8308 8309 8310 8466	8311	8310 8406 8311 8445 8464 8523 8465 8466 8312 8405	8466 8400 8394 8401 8395 8519 8396 8520 8518 8522 8398 8525 8399 8526

VI. (Continued)

Level	L	M	N
1	0231 0232 0233 0246		0213 0210 0214 0211 0215 0212 0216 0237 0218 0238 0266
2	1361 1387 1357 1406 1358 1400 1370 1441 1382 1844 1386	1357 1386 1387 1447 1361	1384 1411 1399 1371 1400 1373 1407 1358 1408 1369 1409 1442
3	1844 1710 1709 1554 1865		1841 1860 1556 1685 1717 1560 1687 1852 1554 1846 1870 1865 1847 1602 1866 1848 1603 1867 1849 1710 1874 1850 1862 1875 1877 1709 1876 1857 1863 1871 1722 1559 1872 1858 1864 1854
4	1525 2449 1526 2450 1527 2451 1528 2452 2384 2453 2385 2454 2389		1566 2436 2383 2445 2389 2446 2390 2447 2440 2442 2441 2443 2434 2444 2435
5	3209 3211 3275 3233		3166 3207 3151 3245 3252 3209

VI. (Continued)

	L		M	N		
Level						
6	4422		4340	4278	4332	4121
	4428		4352	4279	4334	4126
	4393			4324	4335	4449
	4394			4421	4423	4453
	4395			4416	4337	4464
	4396			4418	4338	4367
	4408			4326	4427	4433
	4365			4327	4343	4365
	4366			4328	4344	4447
	4420			4329	4432	
				4331	4408	
7	5138			5109	5105	
	5139			5103	5106	
				5104	5108	
8	5844					
	5845					
	5847					
9	7011		6855	4278	6769	6916
	6765		6813	4279	6997	6917
	7011		6814	6751	6998	6930
	6946		6821	6752	7006	6931
	6947		6822	6792	6949	6932
	6973		6823	6793	6950	6933
	6932		6824	6794	6755	6938
	6933		6839	6795	6958	6804
	6940			6753	6924	6922
	6945			6981	6941	6923
	6923			6960	6762	6925
	6925			7018	6973	6926
	6711			7019	6763	6927
	6846			6981	6990	6785
	6847			6961	6772	6933
	6848			6986	6911	6880
	6826			6768	6915	6881
10	7098	7141		7404		
	7099	7158		7030		
	7126	7084		7140		
	7129			7141		

VI. (Continued)

Level	L		M	N
11	7970 7971 7972 7954 7955 7956 7957 7896	7897 7898 7855 8050 7899 7900	7954	7954
12	8311 8312 8313 8314 8261 8263 8264 8459 8460	8461 8318 8319 8320 8321 8411 8413 8262	8459 8462 8410 8412	8311 8261

The knowledge objectives (VI) have received the heaviest emphasis by far in PLAN social studies, as in most other social studies curricula. Two disadvantages of such a heavy emphasis on knowledge are that it leaves too little time for other important objectives and that it is often dull for students. Perhaps as new modules are added giving students more alternatives, any particular knowledge objective will be sought by fewer students, but those few will have greater interest in that knowledge and will benefit more from the instruction.

Coverage of all 14 knowledge objectives is thorough with the exception of VI-1. Psychology and other studies of individual human behavior are of great value and interest to students and merit more than 9 module objectives in the entire curriculum. This area may have been neglected because it falls between science and social studies and is claimed by neither. The shortage is partially compensated for by a Level 5 science module which deals with individual differences, heredity and environment.

Appendix

KEY CONCEPTS, PRINCIPLES AND FACTS FOR EACH KNOWLEDGE OBJECTIVE (VI): A PRELIMINARY DRAFT

A concept is defined here as a unitary idea, usually labeled with a single word. Most concepts helpful in dealing with people and understanding them are almost universal in our culture and are learned informally outside of school (e.g., parent, friend, love, fear, etc.). These are not included in the following lists only because of their great number. Principles relate concepts to each other and have a high degree of generality across settings and times. Facts are relatively objective relations among objects, events and concepts, relations which tend to be specific to a time or place and which are so well accepted that there is little or no dispute over their truth.

To list all the concepts, principles and facts found useful by social scientists would be a formidable task. Furthermore, the first twelve years of schooling would provide only a tiny fraction of the time needed for students to learn them all. The strategy for relating such content to PLAN social studies is as follows: We treat concepts quite differently from principles and facts. A concept is a quite flexible and generally useful tool which a student is likely to find useful in some way even though any given generalization involving that concept may be of questionable validity or practicality. We have, therefore, attempted a fairly comprehensive listing of concepts for each of the knowledge objectives.

Principles are listed and hence considered worthy of being learned for their own sake only if in our judgment they meet both of the following criteria:

1. The principle will have important applications for most high school graduates regardless of their further education or occupation, not just for social scientists alone nor even for college graduates alone.

2. The general validity of the principle across settings is fairly certain. Admittedly, this is a subjective judgment wherever hard evidence is not available.

For facts, the criteria of selection are, first, importance to most graduates as described in number 1. above, and, second, the likelihood that it will be considerably more valuable to the graduate to have the fact committed to memory than to be able simply to find it in some convenient reference work or other information source. Fortunately, these criteria exclude nearly all facts and a large share of the generalizations and principles familiar to social scientists. This great bulk of facts and generalizations excluded from the list of priority long-range objectives should not be considered lost to PLAN social studies students, however. Many of them provide useful content vehicles for acquiring the important skills and

knowledge spelled out here. For example, a principle of great importance but doubtful validity makes an excellent topic on which to practice inquiry, value development, and rational defense of a position. Or again, the many facts in social studies which are not worth memorizing still serve as important material in learning activities aimed toward objectives such as problem solving, planning and locating relevant information.

A valuable extension of the present framework will be a record indicating which modules and objectives in the PLAN curriculum teach or apply the specific concepts, principles and facts listed. This task was begun, but a detailed tracking of key concepts through the existing module objectives could only be partially completed with the funds available.

To minimize the length of the Appendix, we have usually avoided repeating a concept or principles relevant to two or more objectives. Some apparent gaps in a given objective may be due to this procedure. In a few instances we have entered a concept on two lists to provide coherence. There is no attempt to state principles and facts with eloquence, only to communicate the message in the simplest possible terms.

The lists of concepts, principles and facts are in no sense final. So far, in the limited time available, we have scanned a fairly large number of documents and included those principles and facts which seemed to meet our screening criteria. We expect additional concepts, principles and facts to be added in future revisions.

A. SOCIAL PROBLEMS

Concepts:

cost effectiveness	comparative advantage
compromise	government as private initiative

Principles:

Although laws do not of themselves change people's attitudes, laws can modify behavior which in turn may change these attitudes.

People often seek solutions to social problems through government action when the private sector cannot cope with the problems for lack of will or lack of coordination.

1. SOCIAL CONFLICT

Concepts:

adjudication	isolation
alliances	minority
arbitration	negotiation
coalition	neutralism
compromise	parochialism
cultural pluralism	power, force
diplomacy	prejudice
discrimination	racism, ethnocentrism
escalation/de-escalation	sovereignty
foreign policy	stereotype
internationalism	treaty
international organization	war

Principles:

Individuals often come into conflict with each other when (a) there are differences of value or opinion, (b) there is competition for certain privileges, material objectives, or tokens of success, (c) one person feels himself the victim of another, in terms of his person, his property, or his rights.

Although there may be some instinctual tendencies toward identifying an "in-" and an "out-group," prejudices against specific types of people are apparently learned since they can be modified grossly by experience.

Cultural diversity and ethnic differences can add to the richness of life.

Every national government believes in the moral rightness of its own foreign policy.

Facts:

The United Nations is the successor to the League of Nations as the world's most current effort to promote international peace and social welfare.

At this point in history powerful nations are sovereign and operate solely on what they see as their own interests. For them, international agreements and law have little effect and are only adhered to when vital interests are not at stake.

Historically, alliances among nations are of short duration although they may produce long-term consequences. The United States is presently allied with other nations in the North Atlantic Treaty Organization (NATO), the South East Asia Treaty Organization (SEATO), and the Organization of American States (OAS).

2. ECONOMIC PROBLEMS

Concepts:

automation
consumer
cultural disadvantage
employment
ghetto
inflation
job obsolescence
poverty, affluence
resources
slum
subsidy
urban renewal
welfare

Principles:

The opportunity for acquiring further wealth is greater for those who already have it than for the poor.

Poor education, poor housing, inflation, and racial or class discrimination can limit people's capacity to meet their economic needs through their own abilities and efforts.

Technological invention and industrial expansion rapidly develop some industries and destroy others, demanding new skills and discarding old ones, creating problems of unemployment for those with skills no longer needed.

Facts:

There are a disproportionate number of ethnic minorities among the poor in the United States.

People in economically affluent countries use 30-50 times more natural resources than those in underdeveloped countries. The earth could not long sustain an entire world population using resources at this rate.

3. ENVIRONMENT AND HEALTH

Concepts:

conservation	nutrition-malnutrition
crime	pollution
environment	population density
mental health	

Principles:

Population growth worsens many other human problems, including poverty and pollution.

Facts:

If the present rate of population growth continues there will be massive deaths from famine, disease or war, as well as a marked deterioration of the environment.

Most of the people of the world suffer from malnutrition. Even in affluent countries a good deal of malnutrition exists from poverty or ignorance.

A sizeable share of man's problems are partly mental in nature.

B. HISTORY

Concepts:

artifact	history
change	invention, innovation
diffusion	time (long spans)

Principles:

All history is interpretation. Different historians make different interpretations.

Change has been a universal condition of human society. The tempo of change has increased markedly in the recent past.

No modern society has evolved more than a small fraction of its present cultural heritage. Each is deeply indebted to the contributions of other civilizations.

1. EVOLUTION OF MAN AND HIS TOOLS

Concepts:

adaptation	migration
evolution	mutation
food-getting	natural and social selection
genetic drift	pre-history
genetic mixture	race

Principles:

Over millions of years man's brain gradually evolved its capacity for rational thought as his tools and language became more complex.

The body which man inherits has changed hardly at all since history began ten thousand years ago. The great changes since then have been cultural, not genetic.

Genetic differences among races are trivial or very subtle. Socially important differences among races are learned (cultural).

2. WORLD HISTORY

Concepts:

agricultural revolution	militarism
alphabet	nationalism
civilization	secularization
colonization	social class

commercial expansion, mercantilism

communication

imperialism

industrialization, economic development

technological development

transportation

urbanization

westernization

Facts:

The Agricultural Revolution caused cities, wealth, specialization, trade, and population growth.

As a result of wealth, trade, better transportation, population growth, cities, and specialization, there grew up written language and printing, large scale commerce, cultural interaction and diversity, war, social class.

The time, location, and major contributions of the following civilizations of man:

Ancient Egypt

Mesopotamia

Ancient India (Indus River)

Ancient China (Yellow River)

Greece (Hellenic and Hellenistic)

Rome

Byzantium

Dark Ages in Europe and Arabia

Middle Ages in Europe

Ancient African kingdoms - Ghana, Mali, Songhay

The Renaissance in Europe

Pre-Columbian civilizations in America

The time, location (major countries or area involved), causes, and effects on society of the following general trends:

Growth of nation-states

Exploration and colonization of the New World

Rationality, education

Secularization

Industrial Revolution

Urbanization

Imperialistic expansion

The major events of the 20th century, their causes and their effects on society:

World War I and the Treaty of Versailles

The Russian Revolution

The Great Depression

Communication, transportation improvements

World War II and Hitlerian Germany

The Cold War and space race

The Americanization/westernization of most of the world

Rising expectations among underdeveloped countries and underprivileged classes

The Korean War

The Vietnamese War

Breakdown of the traditional family

3. THE AMERICAN EXPERIENCE

Concepts:

Jacksonian Democracy
Jeffersonian Democracy
Manifest Destiny
Monroe Doctrine
Sectionalism

Facts:

The time, areas involved, causes, and effects of the following major events in United States history:

Colonization

The Declaration of Independence and the American Revolution

The Articles of Confederation and the Constitution

Westward expansion

Slavery, abolitionist movement

The Civil War

Reconstruction

The rise of big business and labor unions

The civil rights movement

C. CULTURES

The concepts useful for understanding any given culture or comparing cultures are listed mainly under D.

D. SOCIOLOGY AND ANTHROPOLOGY

Concepts:

art forms
assimilation
child-rearing, socialization
community
culture
culture lag
custom, tradition
education
family, marriage
feudalism
ideology
institution
interaction
interdependence
military
neighborhood
ritual
role
rural
social class
social structure, organization
society
status, prestige (ascribed and achieved)
technology
urban, urbanization, suburban
values (mores, norms)

Principles:

There is no scientific basis for claiming one culture is superior to another overall.

The more complex the society is, the more cooperation is required, either voluntarily or enforced by authority.

All cultures provide for the essential needs of human group life but differ in the means by which they fulfill these needs. Different cultures result in different modes of thought and action. People generally prefer the culture of their own society but should recognize that they would probably prefer another culture if they had been subject to its influences to the same degree.

Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies, and so are the main preservers of tradition.

All enduring social organizations or groups devote energy both to achieving group goals and to maintaining their own internal control and external power.

Society usually assigns the lowest social roles and economic tasks to newcomers and minority groups, thereby creating the concept of inferiority-superiority and limiting life's chances for these groups.

Children growing up within a society tend to learn that its particular behavior patterns, folkways, institutions and values are "right" and that those of other societies are "wrong". (socialization)

Contact between cultures causes changes in them.

Kinship is a cultural phenomenon rather than a biological one. Each culture defines the various statuses of kinship and the roles of these statuses according to its own beliefs and values.

E. RELIGIONS

Concepts:

beliefs
gods
myth
priest
prophets
religion
revealed religion
rules of behavior
sacred
secular
supernatural, magic
taboo

Principles:

A function of religion is providing an explanation of events in life that seem obscure, uncertain, or fearsome--and thus demand meaning so suffering can be reduced and security can be achieved.

In larger societies, with improved technologies and a larger body of exact knowledge, the area of activity regarded as sacred is smaller and that regarded as secular larger.

Facts:

Most major religions have promised some form of immortality in return for faith and loyalty.

All major religions have developed a social structure to retain power and control, a structure which often overlaps other social and political institutions.

The place, time, and manner of origin; the basic tenets; and the position of the religion in the world today should be known for the following:

Buddhism

Christianity

Catholicism

Protestantism

Mormonism

Confucianism

Hinduism

Islam

Judaism

F. AMERICAN ETHNIC GROUPS

Facts:

Most ethnic minorities have long held a low socioeconomic position in U.S. society. Advances toward equality have begun in recent years, although full socioeconomic equality has not yet been attained.

Religious freedom is an American tradition, even though Christianity has been the prevailing religion.

How the following groups differ in values or ways of life from the main stream of American society; the origins, reasons and times of immigration to the United States of these groups; and their present social status:

Afro-Americans

American Indians

Oriental-Americans

Latin-Americans

European-Americans (e.g. Irish, Polish, Italians, etc.)

Jews

G. AMERICAN INSTITUTIONS

Concepts:

American family and marriage	mass communication media
business	materialism
free enterprise	organizations (private and public)
individualism	schools
labor	work ethic

Facts:

American people vary greatly in habits of life and social values.

Marriage is the formal basis for sex and child rearing. Lately other alternatives are being sought, but marriage still prevails.

Our modified market economy has produced affluence and a consumer-products-oriented society, ironically in presence of poverty, war, pollution and other grave social ills. Youth and minorities have highlighted and protested this paradox.

The mass communication media have altered American culture profoundly and have great potential for education, propaganda and social control.

American government began decentralized and is becoming more centralized and more bureaucratic.

The American military is controlled by a civilian head.

Most American schools are public, universal, traditional, and bureaucratic.

Free enterprise is a major economic value in the U.S. Mergers into large corporations is a strong trend; there is increasing government control and subsidization of large business. These trends apply also to agriculture; there are fewer farmers, bigger farms.

Technological development of U.S. is the highest in the world; this has led to extended education and great specialization.

H. SOCIAL PSYCHOLOGY

Concepts:

aggression
attitudes
belongingness
communication
competition
conflict - groups, interpersonal
cooperation
conformity-nonconformity
deviant
domination
empathy
games (interpersonal)
groups - small, large, crowd
imitation
in-group, out-group
interpersonal relations and interaction
leader-follower
model
norms
panic, hysteria
passive resistance
peer
rapport
reciprocal
reference group
social control
stereotype
superior-subordinate

Principles:

A person learns the values, language, roles and ways of thought of his culture mainly by interacting with others and by unconscious imitation of models.

Interpersonal relationships and membership in groups are important aspects of persons' lives because so many goals and satisfactions are most easily attained in groups, and in some cases, only through association with other people.

In the immediate presence of a group, a person's judgment and feelings are often strongly influenced by the group, especially to the extent the person identifies with the group and the group feeling is strong in a certain direction.

One person takes on different roles in different groups and situations.

Groups exert social control on any member who deviates far from the behavior expected in his role. Common techniques of getting him to conform are shunning, jeering, gossip, and reward for conformity such as praise and acceptance. Social control, particularly in complex societies, is also achieved by laws, infractions of which result in formal penalties.

The amount of change in opinion resulting from receiving a communication will increase with:

-pressure toward uniformity of opinion

-status of source

-consistency of message with central values and beliefs of receiver

-lack of biasing motive apparent in source.

People prefer the company of, and cooperate more with, others who are more like them in social values.

I. INDIVIDUAL BEHAVIOR

Concepts:

adapt
ambition
anxiety
behavior
choice
compartmentalization
compensation
conflict (internal), frustration
creativity, expression
displacement
emotion
environment
expectations
fantasy, wishful thinking
feedback
frustration
habit
heredity, genetic
identity
individuality
maturation
mental set, orientation
motivation, needs
personality
projection
rationalization
reinforcement
repression
response
responsibility
satiation
security
self-image
stimulus
unconscious
values
withdrawal

Principles:

The typical order of priority which humans place on their needs is:

1. Bodily safety
2. Food, water and sleep
3. Approval by other people who are important to them
4. Sex, love, friendship and parenthood
5. Self-respect

As a biologic organism, the individual possesses at birth certain physiological needs, but the methods of satisfying these needs and their subsequent development are to a great extent socially determined by his particular cultural unit.

Learning and genetic inheritance both have a significant part in creating diverse individual human personalities.

People are often unaware of the motives and values which guide their behavior and affect their perception of the world around them.

In thought and behavior people seek experiences which are pleasant or which they have learned to associate with pleasure, and avoid experiences which are painful or which they have learned to associate with pain.

People usually act the way they have before in similar situations.

In making a conscious decision a person only chooses among alternatives he thinks of, and there are often many he overlooks. Those who search for new alternatives often find new ways to succeed.

People tend to see and remember what fits their own frame of reference. They seek consistency among their beliefs and actions.

The longer and more recently a person has continuously pursued a given activity, the more likely it is he will seek some other pleasure or pursuit instead.

J. POLITICAL SCIENCE

Concepts:

anarchy

authority (legitimacy), jurisdiction, office, official

bureaucracy

centralization, decentralization

colonial government

conflict

conservative, reactionary

corruption

democracy

elite

government, the state

issue

justice

laissez-faire

law, constitution

leaders, how chosen

liberal, progressive

monarchy

nationalism

participation

political socialization

power, control

public interest (general welfare)

radical

republic

responsibility, duty

responsiveness of government

revolution

rights and freedoms

security

totalitarianism, autocracy (fascism, dictatorship, authoritarianism)

voting, franchise

Principles:

People establish governments to make laws and help maintain peace and order; to protect rights and liberties; to provide services for the general well-being; and to provide protection from outside forces.

Government by law is often more just than government by absolute authority in that most laws apply equally to everyone, so that persons in positions of authority are restrained by law from excessive personal favoritism and bias in their decisions. However, law can also be used to maintain unequal advantage, as in laws that protect slavery.

Power tends to corrupt those who hold it.

Economic power usually brings political power, and vice versa.

Public exposure via mass media is a source of power.

Government activities are paid for mainly by taxation.

Facts:

Representative democratic government had roots in ancient Greece. It has taken hold on a large scale only in the last three centuries, beginning in Western Europe and the United States. It is now valued as an ideal in many parts of the world, but slow and erratic in its progress, largely because of educational and economic limitations and the established power of autocracies.

K. AMERICAN CIVICS

Concepts:

boycott, protest
budget, taxation
checks and balances
civil disobedience
committee system (seniority)
Constitution
corruption, bribery
dissent
division of powers
elections, general and primary
executive
government - national
government - state
government - local
government bureaucracy - civil service
guaranteed rights
influence, informal, channel, contact
interest groups, pluralism
judicial
law, civil and criminal cases
law, due process
legislative
limited government
lobbying
mass communication media, propaganda
national sovereignty vs. states' rights
parties, convention
petition, referendum, recall
secret vote
voting blocs

Facts:

U. S. and its states are constitutional governments. The Bill of Rights and other parts of constitution guarantee all citizens fundamental rights and liberties, such as freedom of speech and assembly, and equal protection under the law.

Powers are traditionally divided between legislative, executive, and judicial branches but the powers today are often shared, e.g., the executive initiates most major legislation, and the courts influence implementation of legislation by interpretation.

Nationally, the legislative branch is made up of two houses representing the people of different states in their passage of laws, taxes, and appropriations. Each state has a legislative body similar to Congress.

Legislation is created and controlled largely through committees, and control of committees is determined mainly by seniority.

Powerful interest groups have a strong influence on all branches of government at all levels.

The power of the President has increased in this century. The President directs most military and foreign actions.

Executive functions are implemented through various agencies. Executive agencies created to implement certain laws tend to seek their own self-preservation and power. Regulatory agencies typically serve the corporations they are supposed to regulate rather than the public interest.

Public officials are appointed, or elected in secret vote by adult citizens (secret to prevent bribing and threatening of voters). Legislators and chief executives are elected.

Candidates of the Democratic and Republican parties fill nearly all state and national elective offices. The majority party controls appointments to chair congressional committees.

Competing political ideas and interest groups prevent one group from getting too much power and enable a wider range of ideas to influence public policymakers.

Great concentration of military or economic power can lead to political domination or dictatorship.

Abuses and inefficiencies in government can be reduced if citizens are alert and act to correct them. Ways citizens can influence government policy are: write or talk to public officials; have private or public discussions of civic matters; join and work with political parties and interest groups; petition; hold public office; write to editors; protest, vote.

Disadvantaged groups in the U.S. are demanding more and becoming better organized, and thus are gaining more political power.

L. BASIC ECONOMICS

Concepts:

capital
collective bargaining
command economy
competition
consume, consumer
co-ops, collective enterprise
depression, recession
distribution - transportation
division of labor, specialization
economic system, economy
economic interdependence
employment
exploitation
factory, manufacture, process
goods
government regulation
inflation
industrialization
labor (work), human resources
management
market economy, free enterprise
marketing, advertising
mixed economy
money, exchange, barter
monopoly, cartel, collusion
need, want
pricing
production, products
profit, loss
property, ownership, sharing
scarcity
services
stocks and bonds
supply - demand
trade, import, export
unions (guilds)
wealth

Principles:

Scarcity is the basic problem in all societies in that man has virtually unlimited needs and wants, and limited resources to satisfy his needs. Since resources are limited, man must make choices regarding their use.

In a market economy, prices indicate the relative value of goods and services. These prices reflect the willingness of buyers to buy and sellers to sell; they also influence the decisions of both consumers and producers. High price tends to restrict present consumption and to stimulate production of a larger supply in the future. Low price has the reverse effect. Raising or lowering competitive price by artificial means, whether by private monopoly or governmental authority, is likely to aggravate the situation that the action is designed to alleviate, unless the change in price is accompanied by the power to control future demand or supply.

Division of labor (specialization) usually increases efficiency and interdependence among people.

The amount of individual production depends in part on the informal standards of work performance which workers set for their own group.

In order to increase production, some consumer goods must be sacrificed for capital goods. The more economically poor a national community, the more difficult it becomes to make these sacrifices.

Facts

The Communist bloc nations have varied forms of government-controlled economies; they are for the most part austere and allow little freedom, but there is little severe poverty or starvation.

The United States, Great Britain and nations of its former empire, Western Europe, and Japan are primarily market economies, modified by varying forms and degrees of government limitations.

In undeveloped and colonized nations (mostly Africa, Mideast, Latin America and tropical Asia) people have few skills and a low standard of living, and resources are exploited mainly by outside economic interests. Feudal or autocratic government preserves the status quo and waxes fat, though unrest is increasing.

Most of the world is still made up of agriculturally-based peasants controlled by a few powerful land owners.

Primitive (economies) societies exist, but they are diminishing in number.

M. PERSONAL ECONOMICS

Concepts:

budget

standard of living

utility, cost-effect

value, worth

1. employment

automation

cost of living, real income

fringe benefits

income, wages

job obsolescence

skills, labor market

2. buying and selling

cost

credit

installment buying

interest rates

wholesale, retail

3. investment

corporation

depreciation - appreciation

dividend

insurance

investment (vs. consume)

liquidity

speculation

stocks, bonds

N. GEOGRAPHY AND ECOLOGY

Concepts:

adaptation, change
arctic, antarctic, polar
basic needs
climate, weather
communication
continents
ecosystem, ecology
environment, environmental influences
local
nomad
rainforest
resources
stability, homeostasis, closed system
transportation
tropical

Principles:

People in different cultures or different stages of civilization react differently to similar environments.

Some areas of the world are much more favorable to food production than others for reasons of climate and soil. There are large areas completely incapable of food production on a large scale, e.g., deserts, tropical jungles, mountains.

Because of his urgent need for food, water and shelter, man adapts to different environments in different ways in order to make use of their varied resources.

Facts:

Major climates, their causes and locations

Location of each continent and ocean by name